



Northwestern University

INSTITUTE FOR POLICY RESEARCH

INTERDISCIPLINARY • NONPARTISAN • POLICY RELEVANT

The Multidisciplinary Program in Education Sciences and

Q-CENTER COLLOQUIUM



“Revisiting the Impacts of Teachers”

Jesse Rothstein

Associate Professor of Public Policy and Economics, University of California, Berkeley

Tuesday, March 10, 2015

3:30–5:00 p.m.

617 Library Place, Evanston Campus

Abstract: In the *American Economic Review* (2014), Raj Chetty, John Friedman, and Jonah Rockoff use teacher switching as a quasi-experiment and find that value-added estimates of teacher effectiveness are not meaningfully biased by student sorting and are strongly correlated with students' later outcomes. Rothstein successfully replicates the researchers' key results in a new sample. Further investigation, however, reveals that the quasi-experiment is invalid: Teacher switching is correlated with changes in student preparedness. Estimates that adjust for this indicate moderate bias in value-added scores. The association between value-added and long-run outcomes is not robust and quite sensitive to controls.

For more information about **Prof. Rothstein**, see: <http://eml.berkeley.edu/~jrothst/>